

# 2021 Annual Report to The School Community



**School Name: Sydenham - Hillside Primary School (3559)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2022 at 01:54 PM by Peter Devereux (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 07:56 PM by Vicki Harriss (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Sydenham-Hillside Primary School is a large dual campus primary school located in the Brimbank Melton Area of the South West Victoria region and situated in the two local government areas of Brimbank and Melton. At the 2021 census the school's total enrolment was 1208 students, 689 students at Sydenham Campus and 519 students at the Hillside Campus, which is a reduction of 56 students from 2020.

Sydenham Hillside Community caters for a culturally diverse student population. Of the student population, 27% were EAL (English as an Additional Language), 1.0% ATSI (Aboriginal and Torres Strait Islander), 0.6% International and 3% PSD students. The school's SFOE (Student Family Occupation) index is 0.3903 and band value is : Low- Medium.

In 2021, the school's workforce comprised of 69.06 equivalent fulltime teachers, 5 Principal Class, 2.2 Leading Teachers, 2 learning Specialist, 26.43 Educational Support staff including a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan. Sydenham Hillside continues to pride itself on setting high standards for students and staff, in particular during the period of remote learning due to Covid 19 lockdown in place during a large portion of the year. We continue to hold at the forefront of our practice maintaining a sense of community, student wellbeing and focussed our attention on providing our students opportunities to grow in a remote learning environment. Our vision underpins the school's focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'.

Our school values of Respect, Responsibility, Safety and Learning are an integral part to all learning programs at Sydenham Hillside Primary School. The values continued to be embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as a part of classroom practice and are recognised during school assemblies and promoted through the SWPBS token system.

Our values:

- \* Learning is putting in your best effort, being persistent and seeking assistance in your journey to achieving your goals.
- \* Responsibility is taking ownership for all your learning choices and actions.
- \* Respect is showing consideration for all people's rights, cultures feelings and wellbeing.
- \* Safety is looking after yourself, others and property by making the right decision.

The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs and additional support programs. Additional support programs including EAL, Levelled Literacy Intervention and Language Support were resourced to support student learning and achievement. The Japanese sister school program was impacted by the pandemic with overseas travel restrictions.

During 2021 the school underwent a review which provided the basis for a new strategic plan commencing in 2022.

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### Framework for Improving Student Outcomes (FISO)

Sydenham Hillside undertook an extensive Review during the 2021 school year.

In 2021, our AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning and Positive Climate for Learning.

Excellence in Teaching and Learning

Action 1: Develop a guaranteed and viable reading curriculum, scope and sequence and development continuums that support a consistent understanding and approach to planning across the school.

In 2021, Sydenham Hillside delivered on our KIS to develop a Guaranteed and Viable Curriculum and draft scope and sequence aligned with the Victorian curriculum. The GVC outlines essential and supporting learnings at each level to guide teaching and learning in Reading. Although the GVC was developed, due to the impact of COVID and changing work practices the GVC development took longer to complete during remote learning and teaching. Working with the DSSI team the school leadership team worked with the staff to develop an agreed GVC in reading and commence its implementation through the PLC learning cycles.

Action 2: Implement the Sydenham-Hillside Primary School Reading instructional model with an emphasis on effective reading strategies including High Impact Teaching Strategies.

Working with the DSSI team the school leadership team worked with the staff to develop an agreed GVC in reading and commence its implementation through the PLC learning cycles. Aligned with this was the development of an agreed school wide instructional model in reading. The instructional model was collaboratively developed with the staff and its implementation commenced in term four of 2021.

Action 3: Continue to develop the capacity of senior and middle leaders to support teachers to analyse and use data effectively to inform their planning, instructional practice and tracking students to measure growth and impact.

Building the capacity of our Professional learning communities to implement a PLC cycle to use and analyse data to inform their planning, instructional practices and track student achievement. Senior leaders worked closely with the DSSI team to establish data conversations and analysis in PLC's that inform planning. During semester two the leadership team worked with the DSSI team to update the school wide data tracker and work with the PLC leaders and teams to continually maintain up to date data on the data tracker. The PLC teams worked to build their capacity to analyse and utilise this information to inform their planning.

Positive Climate for Learning.

2021 was the year of implementation for the SWPBS matrix and the development and implementation of the acknowledgement system to support the embedding of the matrix with the community. All year levels were explicitly taught the behaviours in a structured and consistent manner following the quality start program guidelines. During the course of the year this provided significant challenges as the school moved into and out of onsite and online learning, however, through this period the staff maintained and continued to support the implementation of SWPBS. A highlight of the 2021 year was the opening of the SWPBS shops at both campuses and the ongoing and regular professional learning with the staff.

Future directions and strategies:

In 2022, we will focus on building the number of students in the top two bands in reading, and also maintaining the reading growth from Year 3 -Year 5. We have been fortunate to continue our partnership with the 'Differentiated School Support Intervention' team to provide context specific support around key priority areas for improvement. As a result of this our PLC's will work closely with our DSSI leaders, leadership and learning specialists to analyse data effectively, utilise data to plan differentiated learning as a part of the PLC inquiry cycle, thus continuing the work in 2022. Targeted Intervention strategies that will be implemented to assist with improving student reading growth. The DSSI team will also support the school with the implementation of:

- \* rolling out and embedding our Guaranteed and Viable Reading Curriculum document with all staff to ensure that essential learnings are being delivered as part of the curriculum
- \* Incorporating GVC within PLC cycles to inform planning and classroom practice
- \* Strengthening how our instructional Model is implemented and refined in every classroom.
- \* Focus on instructional practice in classrooms
- \* Implementing regular Learning walks and feedback to teachers through 2022
- \* Developing a commonly understood and documented planning process
- \* Maintain and enhance PLC cycles in Reading
- \* Continue to build the data focus in PLC cycles

### Strategies:

Continue DSSI partnership through 2022 and maintain strategy beyond 2022.

Senior leaders, Learning specialists and PLC leaders support Teaching and Learning, coaching and PLC's

PLC Leaders will also be involved in an ongoing professional learning program with external literacy consultants and Bastow, focusing on the evidence based high impact teaching strategies that will become part of our pedagogical model.

Building teacher knowledge of the curriculum. This will be a significant priority for 2022 and beyond.

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## Achievement

Sydenham Hillside Primary School embarked on lifting student achievement during the 2021 school year. The school was disappointed in the student learning outcomes in the previous years and was determined to lift student academic outcomes particularly in English (Reading) and Mathematics.

During 2021 a new reading instructional model was collaboratively developed to guarantee a common teaching approach to reading was implemented across the school and drove improvement in reading.

In 2021 we saw that in reading at year three SHPS outperformed similar schools and the state with the percentage of students in the top three bands in reading. 81.9% of year three students were in the top three bands compared with the state average of 76.9%. Our grade five students also exceeded the state average with 71.3% in the top three bands while the state average was 70.4%.

In numeracy, 68.4% of our year three students were in the top three bands compared to a state average of 67.6%.

While our grade five students exceeded the state average with 62.2% in the top three bands compared with the state at 61.6%.

Our NAPLAN results in 2021 were generally strong compared to previous years. This is indicated when we look at learning gain in reading between year three and year five with SHPS matching the gain of similar schools. The High gain was 22% for both SHPS and the state. In numeracy 29% of students achieved a high gain compared to the state at 25%. Our focus going forward will be to move more students out of the medium gain level into the high gain and further reduce the number of students experiencing low gain.

Our writing and spelling learning gains outcomes in NAPLAN will be a focus going forward as the data trails the state in these two areas.

An area of focus for our school will be building teacher capacity to ensure teacher judgement in the key areas of English and Mathematics better aligns with our NAPLAN results and is more closely aligned with similar schools and better matches the state average.

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## Engagement

At Sydenham Hillside Primary School student engagement has and is a continual focus for our school. During 2021 this was exceptionally challenging during the lengthy periods of online learning that occurred and the capacity of many students to regularly access technology to engage with the online learning provided by the teachers. The school also has a number of students who left Australia during this time and returned to their home country for extended periods of time during the pandemic. However, the teachers effectively made daily contact with majority of their students who were marked as attending our school regularly while online. During 2021 the average absence rate was 15.9 days per student which was below similar schools at 16.1 days. The school's absence rate was above the state which averaged 14.7 days.

During this period the teachers and school leadership made regular contact with students and their families who were regularly recorded as absent. This contact was to encourage participation in online learning.

On returning to onsite learning in term four there were still concerns within the community regarding the safety of learning onsite and thus a number of students did not return to onsite learning until 2022.

In 2022 there will be a focus across the school to lift attendance rates through close monitoring of attendance and follow up.

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## Wellbeing

In a pandemic year assessing, monitoring and addressing student and staff wellbeing issues has been a challenge particularly given the low participation rates of students responding to the Student Attitude to School Survey. With a significant proportion of the year being undertaken online and very limited personal interaction building a sense of connectedness across the school was a challenge. All classrooms whether onsite or online committed to implementing School Wide Positive Behaviour strategies to strengthen connectedness within the classroom and across the school. While the sense of connectedness for the school, 77.9%, is below similar schools and the state average it will be a focus for the 2022 school year with a return to onsite learning.

While participation rates were low in the Student Attitudes to School Survey it identified a need to enhance and strengthen the management of bullying at a classroom level, with the classroom teacher taking a more direct initial role before the school leadership becomes involved. A focus on professional development for teaching staff will be put in place to improve the management of bullying school wide.

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## Finance performance and position

### Financial Performance and Position - 2021

Sydenham Hillside Primary School showed a net surplus of \$424,197 on the Operating Statement Summary for the year ending 31 December 2021.

Finance and School Council meetings were held every month via Webex sessions successfully and School Council members were provided with regular budget updates and relevant budgeting reports. Budgets are monitored regularly by the Business Manager, Principal and School Council.

Equity funds of \$240,625 allowed for our Literacy and Numeracy programs to continue to be staffed and resourced; 2 full time Learning Specialists provided support in planning, coaching and mentoring.

Tutor Learning Initiative funding of \$328,568 has provided 4 Learning Tutors at a cost of \$340,383 with the shortfall of \$11,815 being provided from the Student Resource Package.

Grants were received for Chaplaincy Program - \$40,560; Overseas fee paying students - \$97,958; H Sporting Schools Grant - \$7,200; Early Years Koorie Literacy and Numeracy Program - \$8,500; Student Excellence Program - \$31,210; Bridging the Digital Divide - \$18,683; Inclusive Education Equipment Boost - \$2,500; Swimming in Schools Grant - \$21,948; DET PMP OPS Stage 1 & 2 Minor Works - \$45,600;

Unfortunately we were only able to run some of our fundraising activities due to Covid-19. A total for Sydenham Campus was \$11,831 and Hillside Campus was \$11,096.

Camps and Excursions were also limited due to timing of lockdowns etc.

Hiring of our Facilities - \$25,439 and Canteen - \$6,531, was also affected due to Covid-19. Out of School Hours - \$50,578. This revenue received assists with the costs incurred in these areas eg. Insurance, Electricity, Gas, Water and Cleaning.

Sydenham Hillside Primary School also had an increase expense of sanitation products and Casual Relief Teachers. Covid-19 has had a huge impact on the school's finances and future projects have been delayed.

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1216 students were enrolled at this school in 2021, 599 female and 617 male.

32 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

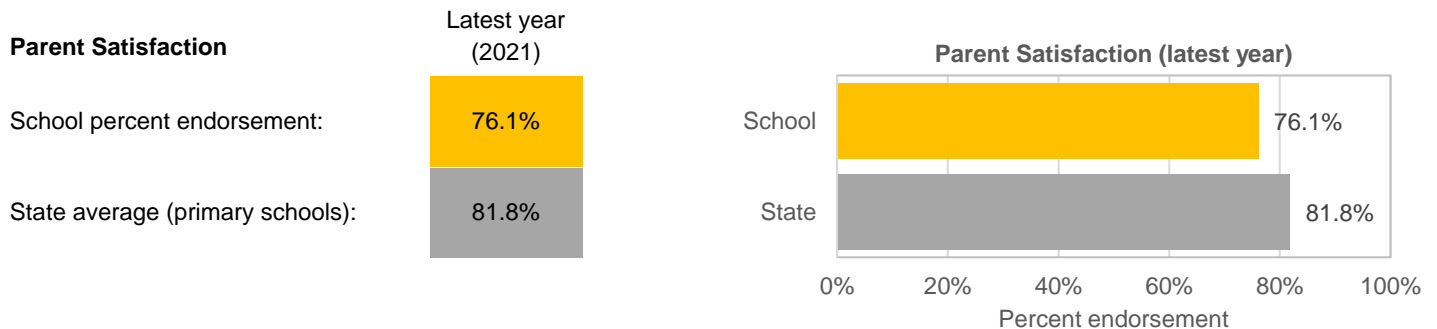
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

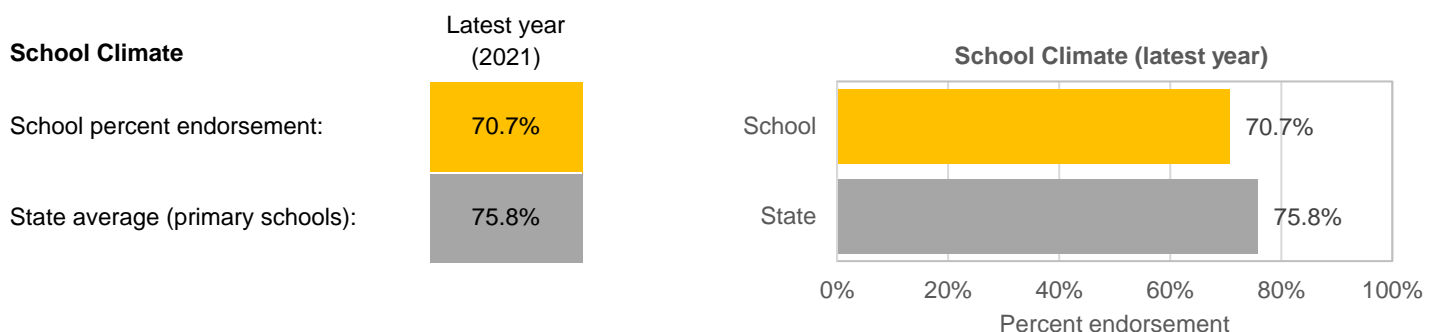


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

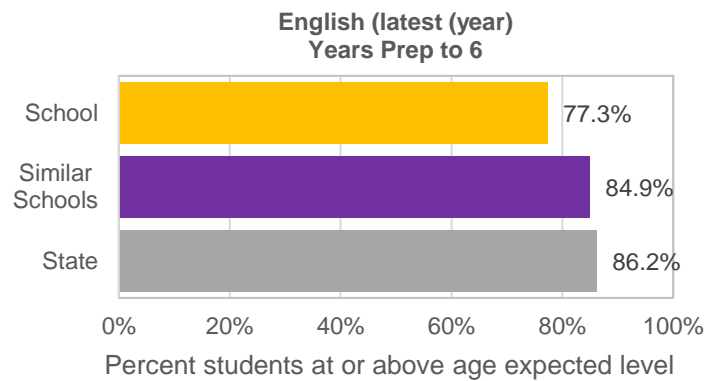
77.3%

Similar Schools average:

84.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

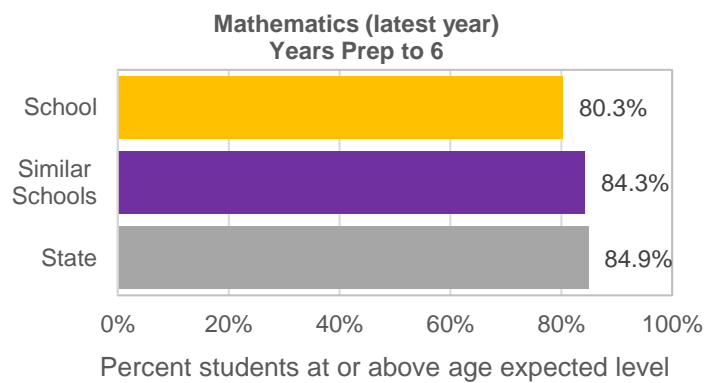
80.3%

Similar Schools average:

84.3%

State average:

84.9%



**ACHIEVEMENT (continued)**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

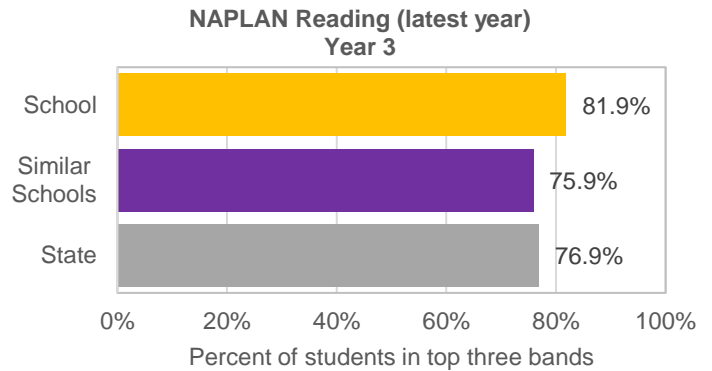
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

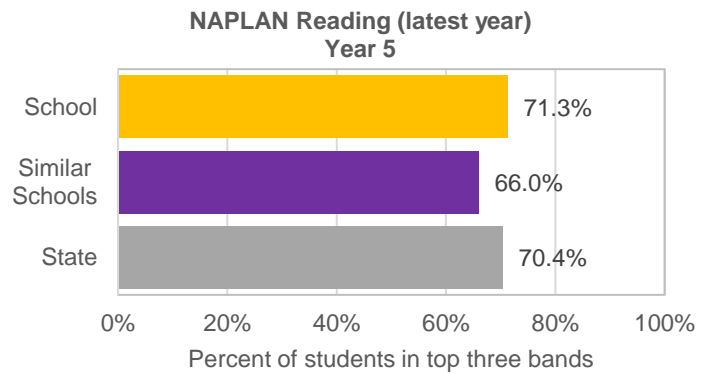
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.9%	79.7%
Similar Schools average:	75.9%	75.3%
State average:	76.9%	76.5%



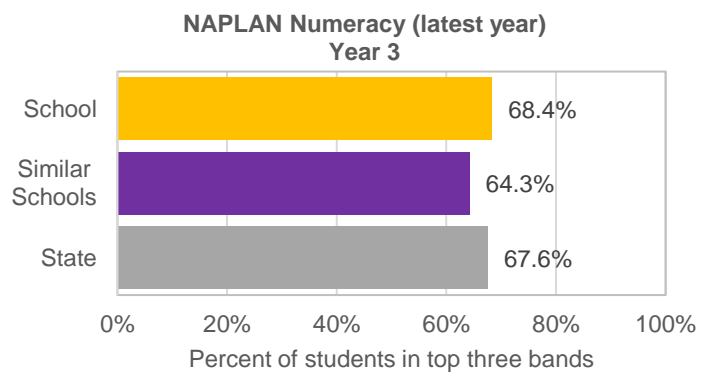
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.3%	61.2%
Similar Schools average:	66.0%	63.2%
State average:	70.4%	67.7%



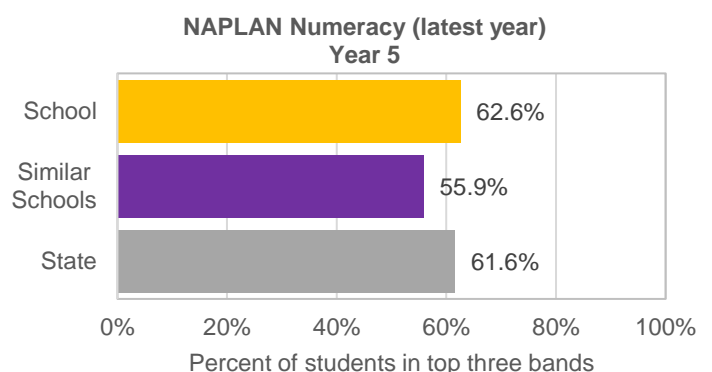
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	67.1%
Similar Schools average:	64.3%	65.3%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.6%	52.3%
Similar Schools average:	55.9%	55.0%
State average:	61.6%	60.0%



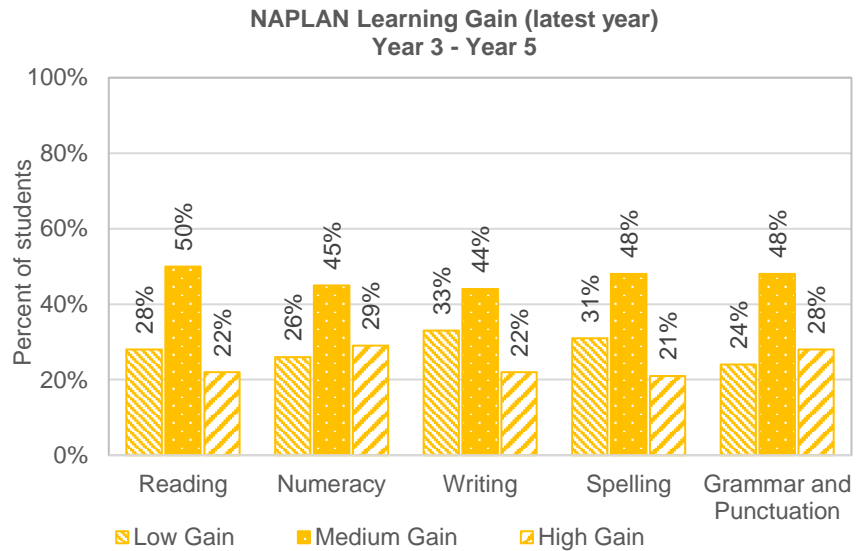
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	50%	22%	22%
Numeracy:	26%	45%	29%	25%
Writing:	33%	44%	22%	25%
Spelling:	31%	48%	21%	24%
Grammar and Punctuation:	24%	48%	28%	26%



## ENGAGEMENT

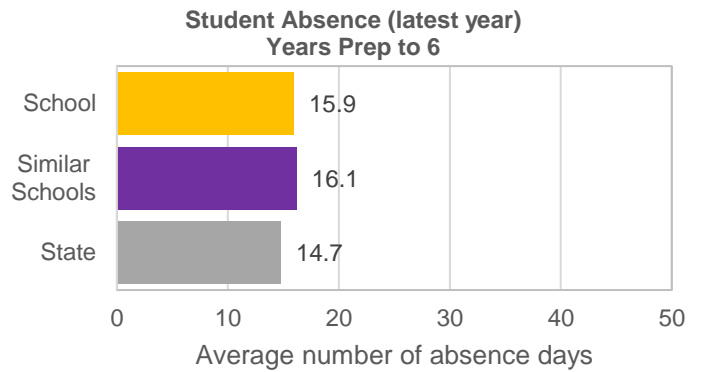
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	15.9	16.8
Similar Schools average:	16.1	16.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	92%	92%	92%	90%	92%	92%

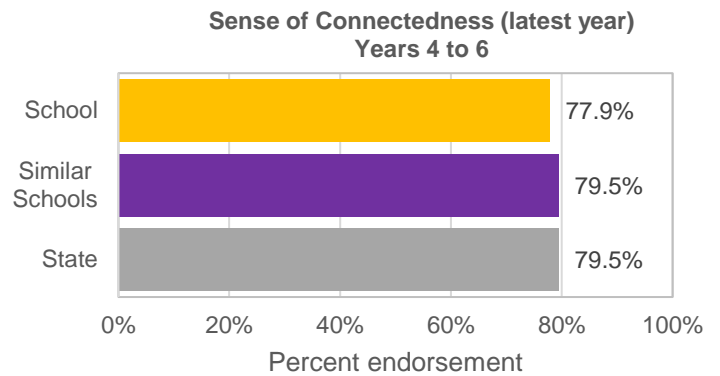
**WELLBEING**

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	77.9%	79.0%
Similar Schools average:	79.5%	80.0%
State average:	79.5%	80.4%

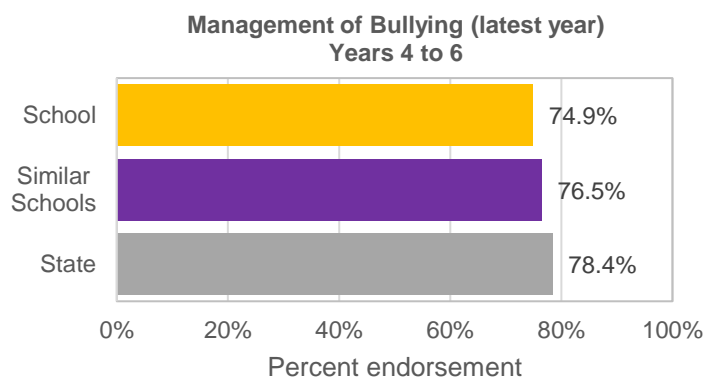


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	74.9%	76.8%
Similar Schools average:	76.5%	78.1%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$10,521,734
Government Provided DET Grants	\$1,220,346
Government Grants Commonwealth	\$44,095
Government Grants State	\$0
Revenue Other	\$11,839
Locally Raised Funds	\$430,850
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$12,228,864</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$240,625
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$240,625</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,368,910
Adjustments	\$0
Books & Publications	\$30,076
Camps/Excursions/Activities	\$74,301
Communication Costs	\$13,219
Consumables	\$123,329
Miscellaneous Expense <sup>3</sup>	\$39,584
Professional Development	\$13,163
Equipment/Maintenance/Hire	\$254,100
Property Services	\$200,354
Salaries & Allowances <sup>4</sup>	\$58,246
Support Services	\$500,930
Trading & Fundraising	\$33,940
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$73
Utilities	\$94,381
<b>Total Operating Expenditure</b>	<b>\$11,804,667</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$424,197</b>
<b>Asset Acquisitions</b>	<b>\$31,835</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,585,222
Official Account	\$37,251
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,622,474</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$208,105
Other Recurrent Expenditure	\$4,039
Provision Accounts	\$0
Funds Received in Advance	\$276,868
School Based Programs	\$616,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$408,708
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$118,273
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,632,393</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*